

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-02-01-06-0002

Grade Range : 9-12

Name: Amherst Central High School

Principal: Joseph A. Podgorski

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	247	270	249
Tenth	250	242	260
Eleventh	244	247	242
Twelfth	215	249	253
Ungraded Secondary	0	0	0
Total K-12 Enrollment	956	1008	1004

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	32	3.3%	16	1.6%	32	3.2%
Black (Not Hispanic)	57	6.0%	47	4.7%	104	10.4%
Hispanic	17	1.8%	10	1.0%	13	1.3%
White (Not Hispanic)	850	88.9%	935	92.8%	855	85.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	23	20
Mathematics Grade 10	26	23	20
Science Grade 10	20	18	17
Social Studies Grade 10	20	21	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	8	0.8%	6	0.6%	7	0.7%
Eligible for Free Lunch	46	4.8%	57	5.7%	62	6.2%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.2%		92.7%		92.9%
Student Suspensions	65	6.6%	77	8.1%	65	6.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.9%	3.1%	3.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	92%	91%

Staff Counts

Staff	2002–2003
Total Teachers	78
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	181	128	71%	192	135	70%	193	146	76%
Students with Disabilities	6	1	17%	20	5	25%	20	6	30%
All Students	187	129	69%	212	140	66%	213	152	71%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	154	37	2	4	12	4
Percent	72%	17%	1%	2%	6%	2%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
20	6	2	22

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			12		9	
	Entered GED Program*			13		7	
	Total Noncompleters			25		16	
Students with Disabilities	Dropped Out			1		3	
	Entered GED Program*			3		0	
	Total Noncompleters			4		3	
All Students	Dropped Out	6	0.6%	13	1.3%	12	1.2%
	Entered GED Program*	21	2.2%	16	1.6%	7	0.7%
	Total Noncompleters	27	2.8%	29	2.9%	19	1.9%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		232	458
	Number of Students with Disabilities		38	51
	Number of All Students		270	509
	Percent of Enrollment		27%	51%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	4	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	0	0%	0	0%
U.S. Hist & Gov't	5	100%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	16	75%	3	#
Science	2	#	8	62%	6	67%
Reading	0	0%	2	#	14	93%
Writing	0	0%	2	#	4	#
Global Studies	0	0%	8	50%	7	86%
U.S. Hist & Gov't	2	#	3	#	5	40%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	238	236	231	18	21	24
Number Scoring 55–100	233	226	217	16	15	16
Number Scoring 65–100	211	208	199	10	11	10
Number Scoring 85–100	76	117	112	0	3	3
Percentage of Tested Scoring 55–100	98%	96%	94%	89%	71%	67%
Percentage of Tested Scoring 65–100	89%	88%	86%	56%	52%	42%
Percentage of Tested Scoring 85–100	32%	50%	48%	0%	14%	12%
Mathematics A						
Number Tested	2	11	227	0	4	13
Number Scoring 55–100	#	7	215	0	#	9
Number Scoring 65–100	#	7	204	0	#	8
Number Scoring 85–100	#	7	119	0	#	2
Percentage of Tested Scoring 55–100	#	64%	95%	0%	#	69%
Percentage of Tested Scoring 65–100	#	64%	90%	0%	#	62%
Percentage of Tested Scoring 85–100	#	64%	52%	0%	#	15%
Mathematics B (first administered June 2001)						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
Global History and Geography						
Number Tested	243	243	272	23	27	23
Number Scoring 55–100	238	237	257	23	25	18
Number Scoring 65–100	226	218	233	20	18	14
Number Scoring 85–100	132	111	103	6	4	1
Percentage of Tested Scoring 55–100	98%	98%	94%	100%	93%	78%
Percentage of Tested Scoring 65–100	93%	90%	86%	87%	67%	61%
Percentage of Tested Scoring 85–100	54%	46%	38%	26%	15%	4%
U.S. History and Government (first administered June 2001)						
Number Tested	226	231	239	21	18	26
Number Scoring 55–100	218	222	235	19	15	25
Number Scoring 65–100	202	203	231	15	10	22
Number Scoring 85–100	103	70	141	1	1	4
Percentage of Tested Scoring 55–100	96%	96%	98%	90%	83%	96%
Percentage of Tested Scoring 65–100	89%	88%	97%	71%	56%	85%
Percentage of Tested Scoring 85–100	46%	30%	59%	5%	6%	15%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	234	216	277	17	17	32
Number Scoring 55–100	232	211	269	16	17	27
Number Scoring 65–100	224	207	250	13	15	20
Number Scoring 85–100	72	98	106	0	3	1
Percentage of Tested Scoring 55–100	99%	98%	97%	94%	100%	84%
Percentage of Tested Scoring 65–100	96%	96%	90%	76%	88%	62%
Percentage of Tested Scoring 85–100	31%	45%	38%	0%	18%	3%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	157	218	165	17	32	14
Number Scoring 55–100	154	198	159	15	25	12
Number Scoring 65–100	150	183	154	14	18	11
Number Scoring 85–100	68	87	69	4	3	3
Percentage of Tested Scoring 55–100	98%	91%	96%	88%	78%	86%
Percentage of Tested Scoring 65–100	96%	84%	93%	82%	56%	79%
Percentage of Tested Scoring 85–100	43%	40%	42%	24%	9%	21%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		176	181		6	5
Number Scoring 55–100		172	178		6	5
Number Scoring 65–100		152	155		4	3
Number Scoring 85–100		49	40		0	0
Percentage of Tested Scoring 55–100		98%	98%		100%	100%
Percentage of Tested Scoring 65–100		86%	86%		67%	60%
Percentage of Tested Scoring 85–100		28%	22%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	53	85	54	0	1	0
Number Scoring 55–100	53	85	54	0	#	0
Number Scoring 65–100	53	85	54	0	#	0
Number Scoring 85–100	36	43	37	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	68%	51%	69%	0%	#	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	110	61	102	1	0	0
Number Scoring 55–100	110	61	102	#	0	0
Number Scoring 65–100	109	60	102	#	0	0
Number Scoring 85–100	71	34	49	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	99%	98%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	65%	56%	48%	#	0%	0%
Comprehensive Latin						
Number Tested	9	9	18	0	1	0
Number Scoring 55–100	9	9	18	0	#	0
Number Scoring 65–100	9	9	18	0	#	0
Number Scoring 85–100	5	3	11	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	56%	33%	61%	0%	#	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	215	204	18	9	7	0
Number Scoring 55–100	201	192	10	9	7	0
Number Scoring 65–100	176	180	7	7	7	0
Number Scoring 85–100	91	96	1	1	4	0
Percentage of Tested Scoring 55–100	93%	94%	56%	100%	100%	0%
Percentage of Tested Scoring 65–100	82%	88%	39%	78%	100%	0%
Percentage of Tested Scoring 85–100	42%	47%	6%	11%	57%	0%
Sequential Mathematics, Course III						
Number Tested	167	183	160	3	7	5
Number Scoring 55–100	144	176	150	#	5	5
Number Scoring 65–100	136	170	136	#	5	5
Number Scoring 85–100	81	112	70	#	2	3
Percentage of Tested Scoring 55–100	86%	96%	94%	#	71%	100%
Percentage of Tested Scoring 65–100	81%	93%	85%	#	71%	100%
Percentage of Tested Scoring 85–100	49%	61%	44%	#	29%	60%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	54	98%	37	97%	34	97%
Students with Disabilities	8	100%	10	100%	8	100%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	186	186	186	22	22	22	208	208	208
Number Scoring 55–64	1	8	2	2	4	2	3	12	4
Number Scoring 65–84	65	102	93	13	10	16	78	112	109
Number Scoring 85–100	115	66	88	4	2	1	119	68	89
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)